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| **Technology Integration Unit/Lesson Plan Template** (modified from MTS Lesson Plan Template) |
| MPj04000470000[1]  Name: Jacki Kooistra  Subject area:Biology  Grade level:9-12  Time frame: 3 blocked periods  Lesson title: Determining Your Genetics (Part 3) |
| **Brief lesson/unit Summary/Description** |
| Using the internet as research, students will be completely Part Three of their overall project. (Part One: using their physical characteristics, students create genotypes for your offspring and cross them with a hypothetical mate. Part Two: create a scrapbook of your future children.)  For Part Three, students will research a genetic disorder/defect and write a page and a half paper explaining what the disorder is and how parents can cope with the child’s disability. |
| **State Content Standard/Benchmark addressed** [**http://doe.sd.gov/contentstandards/index.asp**](http://doe.sd.gov/contentstandards/index.asp) |
| 9-12.L.2.1. **Students are able to** predict **inheritance patterns using a single allele.** |
| **State Educational Technology Standard/Benchmark addressed** [**http://doe.sd.gov/contentstandards/NCLB/index.asp**](http://doe.sd.gov/contentstandards/NCLB/index.asp) |
| **9-12.NC.3.2 Integrate technology into school, home and community.** |
| **21st Century Skill(s)/Theme(s) addressed (see excel spreadsheet)** |
| Skills: Communication, Critical Thinking, Information Literacy  Themes:Global Awareness, Health Literacy |
| **Strategies that can teach any student** |
| |  |  |  | | --- | --- | --- | | Discussion  / | Metaphor & Simile | Storytelling | | Drawing | Mnemonic Device | Technology  / | | Field Trip | Movement | Visual Aids  / | | Games | Music | Visualization  / | | Graphic Organizers | Project-Based Instruction  / | Work Study | | Humor  / | Reciprocal Teaching | Writing  / | | Manipulative | Role Play | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Students will understand (lesson/unit objectives):** |
| Characteristics of a particular genetic disorder as well as the causes and alternative lifestyles that may come with it, such as treatments or schooling. |
| **Essential Questions to guide this unit/lesson and focus teaching and learning:** |
| What questions would you ask as a parent of a child with a genetic disorder/defect? What are some of the most common defects? How do lifestyles change for someone with genetic disorders? |
| **Technology & Web 2.0 resources needed (hardware and software, websites)** |
| Laptops, Internet, Microsoft word |
| **Procedure (learning activities)/ lessons of unit**  **-Students will be given a sheet of the expected requirements for the paper as well as examples of the general outline of the paper.**  **-Students will be given the opportunity to ask questions and then choose their genetic disorder from a list.**  **-Students will be given the rest of the class periods to complete the paper and ask questions.**  **(at the beginning of each class, students will be reminded of the expectations.)** |
| **Assessment Method** |
| Students will be assessed on fulfillment of requirements (general overview, treatments/alternative lifestyles, etc.) with little emphasis being placed on spelling and grammatical errors. I feel that it is important that they are understanding the disorder and hereditary of it as opposed to spelling errors. |
| **Notes: *(this area may list accommodations, differentiation, as well as other key information that may not fit into the categories above)*** |
| Students on an IEP will have a shortened assignment |
| Comments: |